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| Institution: Newcastle University |
| Unit of Assessment: UoA 28 Modern Languages and Linguistics |
| a. Context |

UoA 28 at Newcastle combines Modern Languages and Linguistics and is spread across three Schools in the Faculty of Humanities and Social Sciences (HaSS). Additionally, it includes one member from the Institute of Health and Society (IHS), Faculty of Medical Sciences (Pennington). While Modern Languages research is housed primarily in the School of Modern Languages (SML), Linguistics research is located under the umbrella of the University's *Centre for Research in Linguistics and Language Sciences* (CRiLLS). CRiLLS members are drawn from the School of English Language, Literature and Linguistics (SELLL), the School of Education, Communication and Language Sciences (ECLS), and the SML. The UoA's research impact falls into two domains: '*Language in Education and Health Practice*' and '*Language, Culture and Society*'.

The main non-academic beneficiaries are:

- Policy makers of a number of different types (government and NGO committees, professional bodies, charities, human rights groups);
- Practitioners and other professionals (health practitioners, speech and language therapists, carers, teachers, tour guides);
- Service users (patients with Parkinson's Disease, dementia, aphasia, language learning difficulties);
- The public as users of services whether health/education or cultural;
- Education (schools, libraries and other HEIs);
- Cultural institutions and the 'interested public' (tourists, consumers of cultural resources and artefacts such as poetry, theatre and literature)

We can demonstrate a number of different types of impact. Clinical and applied linguists contribute to practical improvements (the development of toolkits, assessments etc) in the understanding and treatment of patients with a variety of communication difficulties (eg. related to Parkinson's disease, language learning difficulties, dementia, stroke-related aphasia etc). This improves the lives of patients and learners and enhances the practice of stakeholder professional communities, in particular speech and language therapists and teachers. It also has impact on legislators and the development of healthcare policy. Impact is also generated through cultural engagement with the non-academic community of experts in fields as diverse as poetry translation in post-conflict societies, palaeographic study of medieval manuscripts and consultancies for policy making and human rights groups relative to regions such as Latin America and China.

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| b. Approach to impact |
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Our principal approach to impact is the development of on-going relationships with agencies that have a direct interest in the findings of our research as illustrated by our impact cases studies (ICS). How this is manifested depends on the nature of the research, the impact partners and the targeted funding source. Research in our '*Language in Education and Health Practice*' domain is funded by bodies such as ESRC, MRC, EPSRC, the National Institute of Health Research (NIHR), the Department for Education and the EU, and is typically used by organisations benefiting service users (patients, families practitioners etc.) such as charities with whom we often build up long term relationships. Examples include The Tavistock Trust [Case Study ICS#1, Morris, Webster], the Stroke Association (D Howard), the Alzheimer's Society (Young), Parkinsons UK [ICS#2], Save the Children [ICS#3], Dunhill Medical Trust (Salis), Afasic England (Law/McKean/Stringer). In our '*Language, Culture and Society*' domain, impact is generated by research funded by the British Academy, AHRC, ESRC, the Leverhulme Trust, and the Catherine Cookson Foundation. Relationships develop with beneficiary organisations who are often directly involved in the co-production of knowledge, whether those involved in promoting regional cultural heritage, religious diversity and tourism (e.g. the Medingen convent in Germany [ICS#4]), local consumers of culture

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such as teachers, members of the public and local cultural centres (eg. Northeast Film Archive [ICS#5]) or specific arts organisations such as the International Forum Bosnia in Sarajevo and the Netherlands Fund for Letters [ICS#6].

The Clinical Linguistics arm of the UoA has deliberately targeted Knowledge Transfer Partnership (KTP) funding, geared towards the production of impacts for the host organisation. One example is Stringer's project with Northumberland Church of England Academy developing children's oral language skills through leverage of our research expertise. As a direct result of this project the Academy concerned reorganised its approach to oral language teaching, the KTP associate was given a full time job by the Academy, and has since been awarded a prestigious "KTP Business Leader of Tomorrow" award for this work. The extent to which locally focused work can have an impact at a wider level is also demonstrated in the work of Corrigan [ICS#5] and specifically her contribution to the *Diachronic Electronic Corpus of Tyneside English* (DECTE), one of the only resources of its kind in the world to follow the evolution of a dialect across time. The project has led to widespread interest from schools, museums and the media at local and international levels.

The significant nature of the relationships and interactions we develop with beneficiaries of impact can be illustrated by D. Howard's work with the research-led Aphasia Centre [ICS#1], a University facility that provides services to people with communication problems usually following stroke and funded over many years by the Tavistock Trust. Funded studies over an extended period of time have led to the development of assessment and therapy materials used the world over. D. Howard has just received the Robin Tavistock Award 2013 for his contribution to the field of aphasia research. In another example Seedhouse's work on the IELTS Speaking Test has been built on 3 successive grants by IELTS/British Council to study aspects of the interactional organization of the test and to build up a database of transcripts. These studies have contributed to the internal review and development process of the Test; test design and examiner training have changed as a result of the research.

Our approach to impact also includes the identification of opportunities for creating impact at national policy level. For example, the research of Law and others contributed to the Bercow Report on services for Children with Speech, Language and Communication Needs (2008). This led to the Department for Education funded Better Communication Research Programme (BCRP) with the same team (£1.5m; 2012). Part of this work was then taken up by the Communication Trust and translated into an interactive website for speech and language practitioners across the UK (<http://www.education.gov.uk/researchandstatistics/research/better>). Law acted as a consultant on the All Party Parliamentary Group on Speech and Language, which reported in April 2013 and fed into the second reading debate of the Children and Families Bill in the House of Lords (1.7.13). Save the Children also picked up the topic and have now funded Law to advise them in this area; the topic is also to be a feature of an on-going consultation carried out by the UK's Centre for Social Justice in autumn 2013 [ICS#3].

c. Strategy and plans

We separate our impact strategy into four areas, namely *Promotion, Identification, Support and Monitoring*

Promotion

Newcastle University promotes the development of research impact through a number of channels. At the highest level it aims to be a 'world-class civic university', addressing the big questions facing society, as stated in its 'Vision 2021' manifesto and encapsulated in its motto "Excellence with a Purpose" (<http://www.ncl.ac.uk/about/values/civic/>). This aspiration directly feeds into its support for impact related activity. For example, it has identified three 'societal challenge themes' – Ageing, Sustainability and Social Renewal. UoA 28's impact primarily feeds into the third of these through the Newcastle Institute for Social Renewal (NISR). NISR provides a broader canvas on which to display the UoA's impact related activity, co-ordinating impact related activities through workshops, seminars and a visiting speaker programme and providing specific theme "champions" allocated to enhance dissemination. It also supports early stage impact work (eg Hilton's work in the Aphasia Centre). The University funds an Engagement Office and has an Engagement Strategy which articulates closely with its strategies for Innovation, Learning and Teaching and Internationalisation. The University has specifically invested in KTP support and is

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now one of the ten highest performing institutions in the country for its number of KTPs. At an individual level, impact is planned, promoted and monitored through the University's annual Performance and Development Review (PDR) and school work load allocation procedures with illustrations of developing impact work drawn to the attention of and monitored by the relevant school research committee.

Identification

All Schools within the UoA help staff to identify potential impact arising out of their research through a variety of routes. In some cases, this is built into the design of the research and the potential impact is readily identifiable. An example of this is Young-Scholten's project "Simply Cracking Good Stories" with Wilkinson (SELLL) to create fiction for low-literate immigrant adults. In other cases, impact of research may emerge via existing cultural activities. For example the Newcastle Gateshead *¡Vamos! Festival*, a celebration of Spanish and Portuguese Speaking Cultures founded in 2006 (co-director Oliart). In 2012 the festival received an 'Inspired by the Olympics' award from the London Cultural Olympiads and contributed to Newcastle University being shortlisting for the Times Higher Education Awards 2013 in the category of Excellence and Innovation in the Arts. UoA members take part in *¡Vamos!*, presenting their work to the public through talks, performances and exhibitions, as researchers, performers or curators. *¡Vamos!* enjoys partnership with the Sage Gateshead, Dance City, Newcastle City Council and Gateshead City Council; its sponsors include Newcastle University, Arts Council England, the National Lottery, and the Association of Cultural Attachés from Latin America, Spain and Portugal (ACALASP). This will be taken further in 2013-2014 in conjunction with the University's Engagement Office.

Support

Once identified, UoA members are *supported* through a variety of university mechanisms. Thus researchers carrying out work with clear impact potential are encouraged to apply for relevant institutional funds to support their work. For example, the HaSS Faculty has funded social renewal related activities in ECLS by identifying a number of nascent impact cases to receive support funding. Thus, Young has recently published work designed to help carers communicate effectively with people with Alzheimer's Disease. This has not had time to develop into an impact case but we have provided funding to support the assessment of impact. Other emerging impact cases, which have been identified for support at Faculty level, include the *Measurement and evaluation of child language acquisition: the development of a standardised test* (Letts) and *The Interactional Organisation of the IELTS Speaking Test* (Seedhouse).

To achieve the aim of our impact strategy we link with the external relations team in HaSS to encourage further external dissemination about the impact of our work. UoA staff are supported at bid-writing stage by the Faculty Grants and Contracts team and by peer review at School and Faculty level. One feature of this is the sharing of best practice with regard to the developing expectations of RCUK in terms of "pathways to impact". Research Away Days and workshops at Faculty and School levels devote time to discussing ways of fostering and maximising impact. Members of the UoA also contribute to the discussion of impact measurement at a national level. Lähnemann, for example, presented on her approach to measuring research impact, from her work on medieval manuscripts, in a 2012 seminar at the Institute of Modern Languages Research (then Institute for Germanic and Romance Studies), University of London. Stringer has been asked to discuss the use of KTPs with the Royal College of Speech and Language Therapists, leading to the setting up of a funded collaborative project with Newcastle University's Culture Lab to measure therapy outcomes at a national level.

Members of the UoA have made use of institutional facilities, expertise and resources in a number of ways as a means to foster impact, for example the long-term joint venture started in 2009 between ECLS and Computing Science's Digital Institute hub in connection with the iLab:Learn project (PI Seedhouse; see further details in REF5). iLab:Learn was selected as an EPSRC impact case study and won the European Language Label award in 2012. We aim to achieve long-term impact in the area of language teaching through the work of iLab:Learn in educational technology. Seedhouse's current EU project has developed portable digital kitchens for language learning for English, German, Finnish, Italian, Spanish and Catalan with other languages to follow.

Impact template (REF3a)*Monitoring*

Impact needs to be monitored and good practice shared and emulated. Looking beyond the current REF period, much of the UoA's research activity will continue to lend itself to impact related activity. To facilitate this, more effective gathering and sharing of information about funding opportunities, user interests, potential collaborative partners and opportunities for engagement will be facilitated by the relevant Directors of Research in the different parts of the UoA. In some cases the impact pathway may be difficult to predict and UoA members will respond to opportunities and initiatives as they arise facilitated by structures at university, faculty and school level. In others the impact will be generated by a specific event. For example, Lähnemann's work with religious communities in Germany [ICS#4], will feed into plans to celebrate the jubilee year of the Reformation in 2017. In early 2014 we will be setting up impact related seminars where the leaders of the six cases studies and others will share their experiences of collecting impact data with others involved in cases at an earlier stage of their development.

d. Relationship to case studies

The UoA's approach and strategy to impact are reflected in its six case studies which fall equally into the two impact domains identified above.

ICS#1-3 (Howard/Miller/Law) fit into the impact domain of *Language in Education and Health Practice*, having a common theme of providing support for speech and language therapists and other practitioners in health and education sectors working with people who have aphasia following a stroke, those with Parkinson's disease and children with limited language development. The UoA has promoted and supported this work as a direct engagement with the University's civic ethos. The impact leads those concerned to change their practice as a direct result of the work described. The impact is brought about by a number of specific mechanisms such as test development (D Howard), contributing to practice guidelines for professionals and support for relevant charities (Miller) and developing techniques for enhancing evidence based practice (Law). We have also demonstrated that this type of work has the potential to demonstrate impact on policy makers (Law and Miller) feeding into important strategic NHS documents and government reports, potentially shaping future decision-making at a national level.

ICS#4-6 (Lähnemann//Corrigan/Jones) fall into the second of our impact domains (*Language, Culture and Society*) and reflect the UoA's impact strategy by engaging with communities in the UK and abroad through their language(s) as identity and heritage. This approach responds to both SML's and SELLL's civic remit. The cases studies are diverse, with the levels of target audience varying considerably, reflecting the emphasis of the work concerned, for example affecting the membership of the religious communities concerned, the tour guides who contribute to the tourist industry related to the monasteries, or the public who visit them [ICS#4]. Again we see these levels of impact in our case study on local dialect which has a direct bearing on the understanding of local culture on the part of children, the teachers in the schools that they attend and the libraries that they visit [ICS#5]. And it also has the potential to influence the way that others in the field (linguists, those with an interest in cultural heritage etc.) make use of such information. Finally, we see a number of different levels of impact in Jones's poetry translation work [ICS#6], where the underpinning research effectively enhances the poets' international reputations once they are translated. The research underpinning the translation process then influences other poetry translators through Master's level training programmes and potentially impacts on the poetry reading public.

All six impact case studies demonstrate a variety of sustainable mechanisms by which interested parties can benefit from the research carried out in UoA 28 at Newcastle University and which fit closely to the institution's aspiration to be a truly civic university. The benefits are clear. Professional experience is enhanced through new and improved information, individual lives are enriched through culture and policies are developed by providing timely information to decision makers. This results in a virtuous cycle whereby positive experiences of impact from existing research programmes feed back into the research work of others and this, in turn, leads to a more purposeful and participative research culture within our unit of assessment.